

## CHAPTER I INTRODUCTION

### 1.1. BACKGROUND OF STUDY

Many problems have been identified in learning process such as in reading, listening, learning model and learning facility. In reading, some students do not express a desire to read. This lack of interest in reading is because the students not only have to remember what they have read, but also understand and remember the informations in detail, especially in learning Biology which has many scientific names, terms and mechanism. Some students are also bored listening to what their teacher explains. The teacher talk for periods that are too long for students to be attentive.

Moreover, students are expected to focus on the lesson in classroom activity. But in fact, it is difficult to make students focus on the lesson because they do not learn it enjoyable and interesting activity. This case is influenced by how best teacher plan and implement models in learning. Frequently, the teacher take stage, known as teacher-centered instruction (Trianto, 2011). In addition, if the teacher uses the media in teaching, it will not involve students' participation fully. Finally, when they are examined using several questions, they will get stress. They cannot remember and understand the information in detail easily and get nothing during classroom activity.

The statements are proven by the score for Photosynthesis which still low. Those problems occur at SMP Negeri 1Medan. The score of semester exam is under 80 and does not fulfill the criteria of minimum completeness, that is 80,see appendix 29 and 30.

Teacher has to consider how the best way to help students to study. Teacher plays a great role in student learning. The teacher is a subject matter, expert, tutor, motivator, behavior manager and evaluator. Above all, teacher is a decision maker (Ormrod, 2003). Teacher should simultaneously plan specific ways of keeping students on task in order to make students focusing on the lesson.

To support those statements, a model in teaching namely Cooperative Learning Model is offered. Cooperative learning is an approach to instruction in

which students work in small group to help one another learn (Ormrod, 2003). Similarly, Zakaria (2007) defined that cooperative learning model is grounded in the belief that learning is most effective when students are actively involved in sharing ideas and work cooperatively to complete academic tasks. Students not only need knowledge but also communication skills, problem solving skills, creative and critical thinking skills in the years ahead. In addition, cooperative group shows significantly stronger performance than the non cooperative group (George, 1994).

However, there are some pitfalls in cooperative learning model. Students may simply do not have the skills to help one another in learning and there are many groups that have to be controlled by a teacher (Ormrod, 2003).. For a cooperative learning activity to be successful, teacher is suggested to structure the activity by using Domino Games.

Domino Games is a model that students can really enjoy the activity while they work in small group. It should make the students study affectively and help one another in learning, which in the end will influence their success to produce greater achievement. This type of game relies on the ability of the brain in processing, then matching with the words. The other is the main thing to have. Knowledge is also at stake. In this game, the shortcoming of domino game is just make the teacher to be more creative for preparing many cards. Domino card is divided into two parts. The upper part is for the question and the lower part is for the answer but it does not match to each other. So, the students have to match it.

This will be a specific way of keeping students on task although they work in group. They have to listen and keep focus on what teacher explains about, read more to look for the right answer and discuss with her/his pair (Ginnis,2008). By this game, teacher will encourage students to another, to be more interested with one willingness to assist one another and make them have an important contribution to classroom learning. This learning experience can help the students remember of the lesson in detail easily because students learn it in enjoyable are interesting activities. Therefore it will not be difficult to create a conducive classroom environment and give maximal effort in learning.

Learning model of Domino Games has been researched by some researchers such as, Rasyidah (2011) on the subtopic Motoric System for grade 8<sup>th</sup> SMP N 2 Secanang which stated that the average of post-test for experimental group was higher than the control group (experimental group = 74, 278 > control group = 65,946).

Based on those statements, the research 'The Effect of Domino Game on Students' Learning Achievement in Photosynthesis Topic for Grade 8<sup>th</sup> SMP Negeri 1 Medan Academic Year 2011/2012' will be conducted.

## **1.2. PROBLEM IDENTIFICATION**

With reference to the background, the identification of the study will be divided into two:

1. Students' learning achievement is still low.
2. The model of teaching used by the teacher is still less interest and creative.

## **1.3. RESEARCH SCOPE**

The scope of this research is will be limited to Students' Learning Achievement by Using Domino Game in Topic Photosynthesis for Grade 8<sup>th</sup> SMP Negeri 1 Medan Academic Year 2011/2012.

## **1.4. RESEARCH QUESTION**

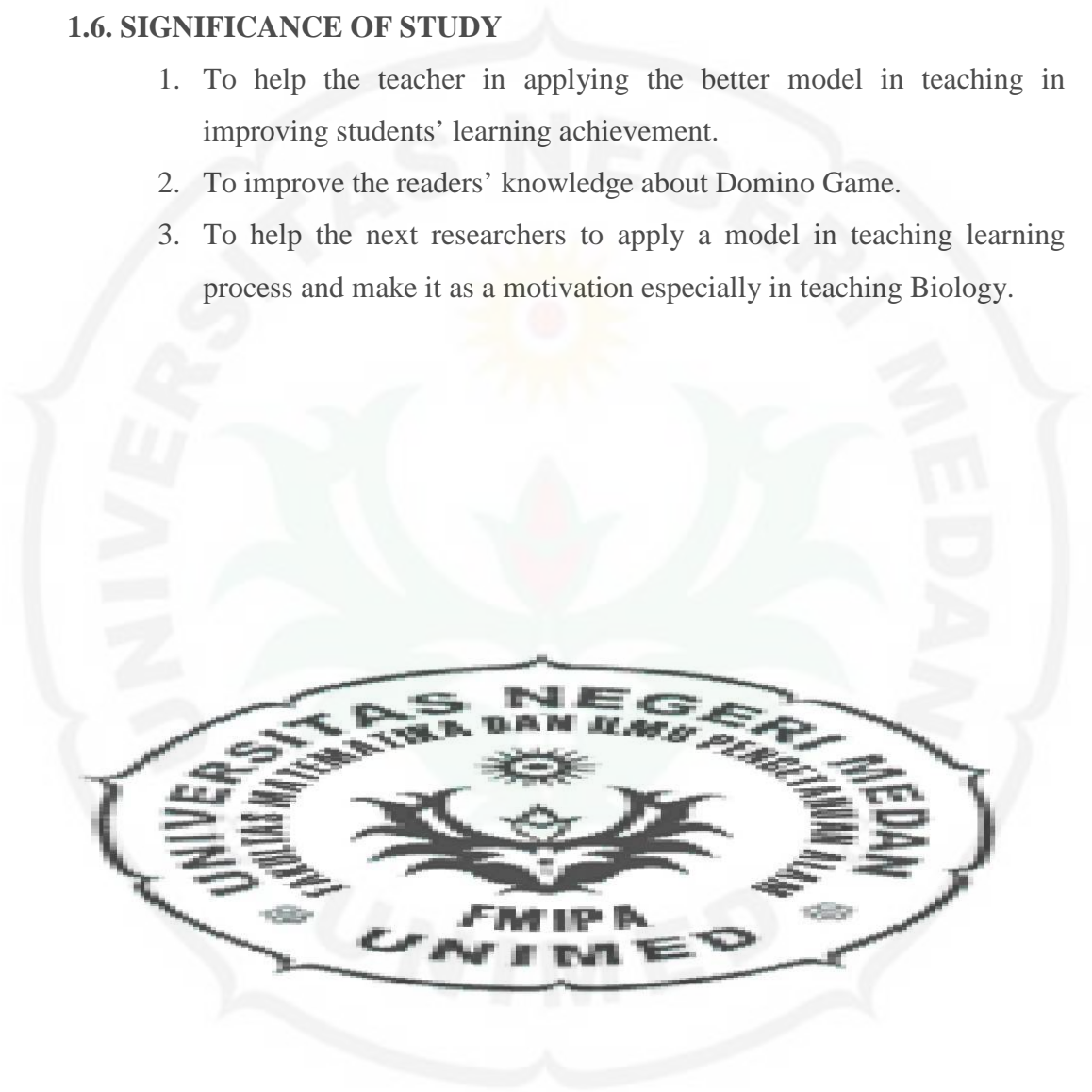
The formulation of problem in this study, is there an effect of Domino Game on students' learning achievement in topic photosynthesis for grade 8<sup>th</sup> SMP Negeri 1 Medan academic year 2011/2012 ?

## **1.5. OBJECTIVES**

In relation to the problem, the objective of the study is to investigate the effect of applying the Domino Game on students' learning achievement in photosynthesis topic for grade 8<sup>th</sup> in SMP Negeri 1 Medan Academic Year 2011/2012.

## 1.6. SIGNIFICANCE OF STUDY

1. To help the teacher in applying the better model in teaching in improving students' learning achievement.
2. To improve the readers' knowledge about Domino Game.
3. To help the next researchers to apply a model in teaching learning process and make it as a motivation especially in teaching Biology.



THE  
*Character Building*  
UNIVERSITY